

Race to the Top Fund: District of Columbia Application

District Community Engagement Forum

Hosted by OSSE and the State Board of Education

December 15, 2009

Outcome of Today's Discussion

- Overview of RTTT
- Break-out session
- Group input and feedback

Agenda

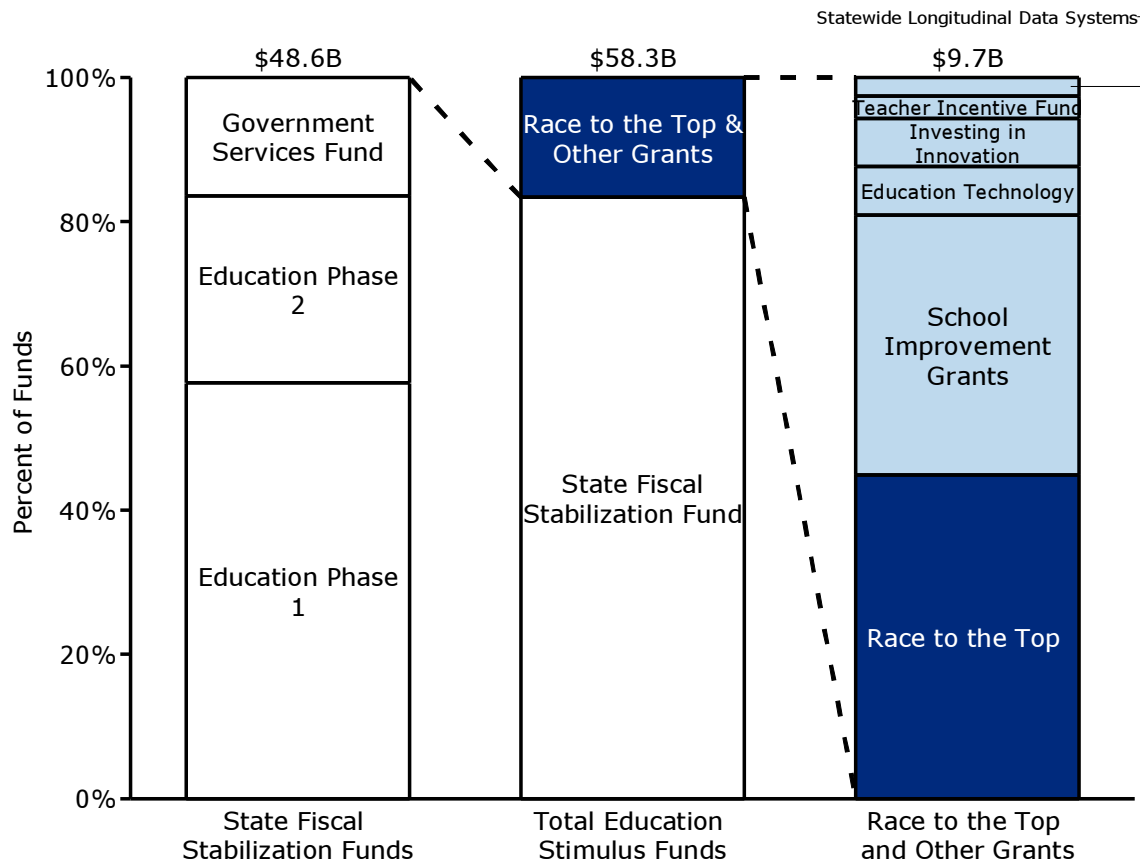
- 6:30 – 6:50: Introduction to the Race to the Top Competition
- 6:50 – 7:20: Table discussions by Assurance
- 7:20 – 7:50: Table reports
- 7:50 – 8:00: Wrap-up and conclusion

Overview

- ARRA competitive grant program that encourages and rewards states that are creating conditions for education innovation and reform
 - \$4.35 Billion available
 - *Estimated* 20 states will be selected
 - *Estimated* award amount for DC is between \$20-75M
 - States will receive payment over four years
 - Minimum of 50% of state award must go to participating LEAs
- Applications are **due January 19** – we have to move quickly!
 - States submit application on behalf of LEAs – the Mayor will submit application with OSSE and SBOE
- RTTT is separate from the \$650M LEA Innovation Fund (i3) for which LEAs & nonprofits apply directly.

Stimulus Package Education Funds

Breakdown of Stimulus Package Education Funds



Race to the Top (\$4.35B)

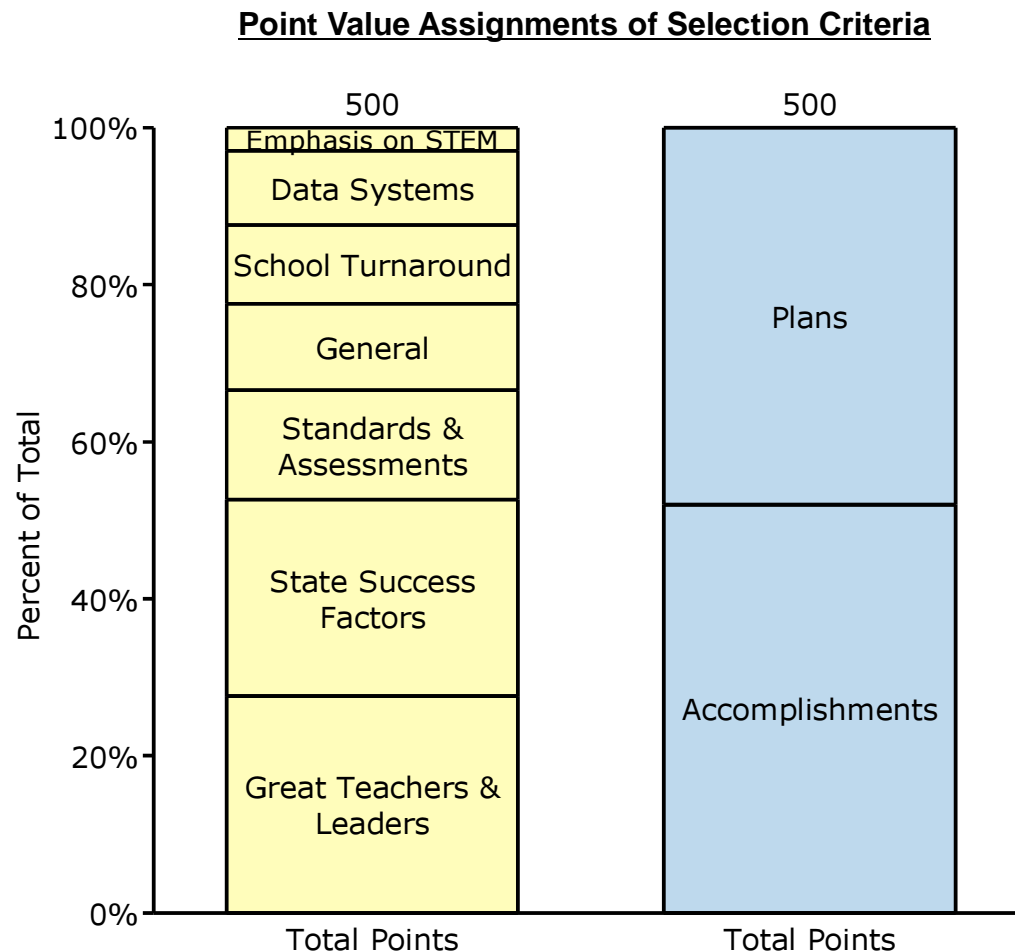
- Largest discretionary spending in history of Department of Education
- Competitive grants for states spans 19 criteria
- Rewards and incentives states to achieve reform in 4 reform areas to significantly improve student outcomes
- \$350MM of RTTT funds may be released in a separate Race to the Top Standards and Assessment competition; will support the development of assessments by a consortium of states

Priority Reform Areas: Four Assurances

All applications must address the following assurances:

1. Standards and Assessments
 - Developing and implementing common, high-quality standards and assessments
2. Data Systems to Support Instruction
 - Fully implementing a statewide longitudinal data system
 - Accessing data and using it to improve instruction
3. Great Teachers and Leaders
 - Providing alternative pathways for aspiring teachers and principals
 - Differentiating teacher and principal effectiveness based on performance
4. Turning Around Struggling Schools
 - Intervening in the lowest-performing schools

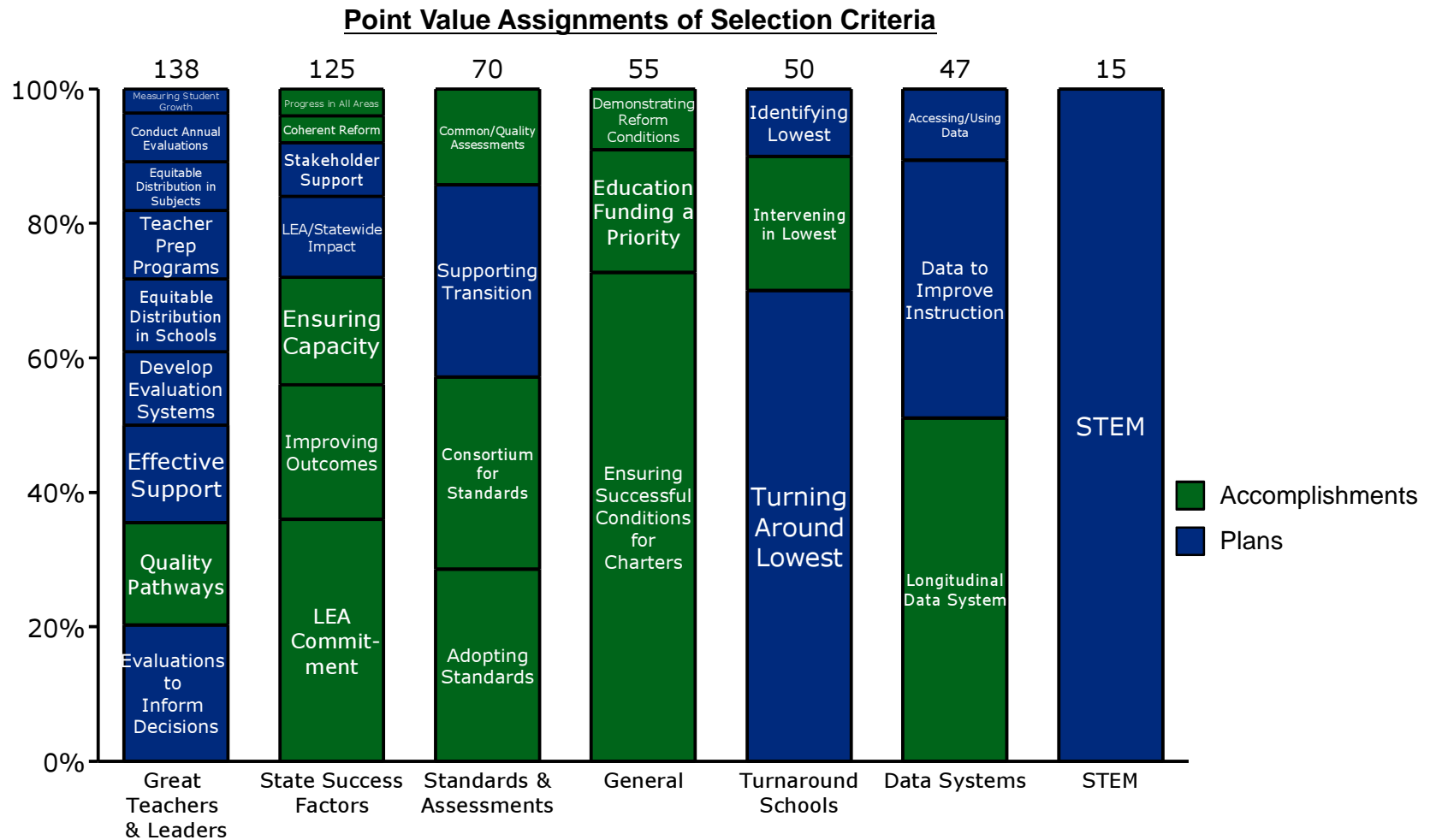
Overall Selection Criteria



Observations

- Reviewers will evaluate and score reform plans based on the key goals, activities undertaken and rationale for those activities, the parties responsible for implementing, and the credibility of the plan
 - Credibility and other aspects will be judged in part by the information submitted as supporting evidence
- Reviewers will also be looking for “ambitious, yet achievable annual targets”
 - Reviewers are not looking for specific targets, and higher targets will not necessarily be rewarded above lower ones
- For the competitive priority – “Emphasis on STEM”, applicants will either earn all or none of the points
- Invitational priorities such as the “Innovations for Improving Early Learning Outcomes” earn no points

Detailed Point Value Assignments



District Race to the Top Priorities

Key Message on Overall Reform Conditions/State Capacity

OSSE, DCPS, and the charter community have shown real willingness to make tough decisions and confront long-standing problems in order to change conditions for students

Data Systems, Standards & Assessments

- Highlight work to date on SLED and propose the linking of SLED to early elementary data, post-secondary data, and SEDS
- Develop access points for students to track their own learning plans
- Adopt the common core of standards and participate in a inter-state consortium to develop common assessments
- Implement the common standards and assessments through cross-LEA professional development
- Ensure access to common core for students with special needs

Great Teachers and Leaders

- State Collaboratives with TNTP and NewLeaders to help with technical assistance
- Develop and scale data-driven teacher evaluation and professional development systems throughout District LEAs
- Provide support for charters that have made strides in this area to scale their efforts
- Develop a framework for thinking about equitable distribution of teachers and leaders
- Gather data on teacher preparation programs feeding into DC to enable evaluation
- Develop a pipeline strategy for staffing high-needs areas, e.g. special education, STEM
- Create a state policy team to assemble relevant data and work towards these priorities

Struggling Schools

- Emphasize that DC is a unique case of local control and that DCPS and the PCSB are actively focused on closing or turning around poor-performing schools
- Ensure clarity around definition of “persistently lowest-achieving schools”
- Develop a means for reporting to the public regarding lowest-performing schools
- Create opportunities for School Collaboratives focused on special education outcomes
- Support incubation of organizations willing to engage in turning around the lowest-performing schools
- Support the use of Science, Technology, Engineering, and Math (STEM) as a means of turning around schools

Stakeholder Engagement Strategy

Community Engagement

- Initial convening co-hosted by OSSE and SBOE on December 15th to provide overview of RTTT process and solicit input
- Additional convening to discuss implementation and monitoring being planned

LEA Engagement

- Charter organizations are represented in the RTTT working teams
- Additional LEA outreach meetings and focus groups planned throughout application process

Milestones

- December 1: working group process kick-off
- December 10: LEA participation briefing
- December 15: Community Forum
- First week in January: Draft proposal
- Second week in January: LEA participation finalized
- **January 19: Proposal DUE**

Considering the District's RTTT Priorities

Key Questions to Define District Priorities

- What about the District's education landscape makes us a competitive state for Race to the Top funding?
- How can Race to the Top grant support or enhance District-wide or LEA education reforms?
- Does proposed initiative meet one or more of the 4 Assurances?
- Does proposed initiative build on reform or practice currently underway?

Guiding Principles

- Pursue points that District is most likely to win
- Propose initiatives that are ‘shovel ready’ – District’s application must emphasize what is feasible and part of reform plans
- Encourage and demonstrate collaboration across sectors and integration among multiple assurances and reforms
- Be bold, but realistic
- Prioritize projects that only need 2-3 years funding over those that require sustained long-term funding

Table Discussion

- What would be your vision for the District in this Assurance area?
- What are the District's current strengths and needs in this Assurance area?
- Based on the District's strengths and needs, what initiatives or reform ideas do you think the District should prioritize for using RTTT funds?

Questions and contact

- Questions? Input on the RTTT application? We want to hear your feedback.
- Contact: Eric Lerum, eric.lerum@dc.gov, 202-340-7693